

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹ :

Madison Rose Lane School

Madison Elementary District
1155 E. Rose Lane, Phoenix, AZ 85014-1600

- ☐ Excelling
- ☒ Improving
- ☐ Maintaining Performance
- ☐ Underperforming
- ☐ Extremely Small School

Principal: Dr. Linda Califano
Schedule: 8:00 AM to 4:30 PM
Web Address: www.msd38.org
E-mail: Unpublished or Unavailable

Grades: Pre-K-4
2002 Enrollment: 774
Phone: (602) 664-7400
Fax: (602) 664-7499

▼ School Overview ▼

Mission

The Rose Lane School is dedicated to maintaining a consistent, nurturing environment that allows individual students to successfully develop positive attitudes to achieve their full potential academically, emotionally, physically and creatively.

Organization and Philosophy

- w Continual Assessment of Student Progress
- w Instruction Based on Students' Needs
- w Flexible Grouping of Students
- w High Expectations for All Students

School/Academic Goals

- w Students will use multiple approaches for math problem-solving and procedures.
- w Students will become independent readers and writers who comprehend and write a variety of genres.
- w The Rose Lane Community will have a safe, orderly place to work.
- w Madison Rose Lane will continue excellent communication between teachers and parents.

Instructional Programs

- w Strong Literacy Program
- w Gifted Program for Acceleration
- w Program for English Language Learners
- w Reading Recovery--First Grade
- w Co-teaching/Inclusion
- w Preschool
- w Balanced Constructivist Math Program
- w PE/Art/Music/Sci/Math/Technology Classes

Enrollment

October 1, 2001 School Year Student Enrollment:	750
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	228

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

▽ School Site Council ▽

Council Composition

2 School Administrator(s)
 0 Non-certified Employee(s)
 6 Teacher(s)
 8 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

w Instructional Strategies
 w Curriculum Development
 w Parent/Educator Relations
 w Student Discipline
 w Special Arts Programs
 w Continual School Improvement

▽ Staffing Information ▽

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	2.00	Teacher	44.00
Other Professional Staff	4.00	Teacher Aide	9.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	13	0	0	0
4 to 6 years	3	6	0	0
7 to 9 years	1	5	0	0
10 or more years	5	15	0	0

▽ Shared Responsibilities ▽

School

Teachers report to parents formally 4 times a year. Parent-Teacher conferences are twice a year. Teachers communicate frequently via class newsletters, phone calls and notes home. Teachers also share information with parents using voice mail and Homework Hotline. Assessment information is also provided. This includes test results such as Stanford 9, AIMS, authentic and non-standardized assessments. We strive to create a secure and comfortable environment for all staff, students and parents.

Parents

Parents are expected to take an active role in their child's education. This means overseeing homework, checking responsibility charts, encouraging reading, attending conferences, communicating with the teacher frequently, and assisting their child in attending school regularly and being on time.

▽ Transportation Policy ▽

Transportation of students is a privilege extended to students, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs. Students in lower-grade schools are expected to walk one-half mile. Walking distances to school and to bus stops will be governed by major thoroughfares, safety factors and the population density of a given area.

Calendar Information

Number of Instruction Days:	178	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 45 min.	Last Day of School:	5/30/03

Operates on Traditional Schedule

Report Card Release Dates

10/25/02	1/17/03	3/21/03	5/30/03
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Additional Calendar/Report Card Information

Resources Available at School Site

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computers in Classrooms and Computer Lab	W Math/Science Lab
W Media Center/Library	W Physical Education Room

Extracurricular Activities

W Friendly Readers	W Friendly Helpers
W Honors' Art Club	W Math and Reading Tutors
W Morning Broadcast Team	W Yearbook Club
W Computer Classes After School	W Afterschool Tutoring Program

School/Community Resources

W Counseling Services	W Breakfast Program
W Afterschool Program with Transportation	W Parenting Classes
W Sports Activities	W Parent Math Academy
W Chess Club	W Adult Computer Classes

▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>W Students who stay at Rose Lane succeed: Fourth graders who have been at Rose Lane since first grade scored on the 2002 Stanford 9 at the 76th percentile in Reading, 81th percentile in Math, and 70th percentile in Language.</p> | <p>W Rose Lane third and fourth grade students achieved or exceeded the expected growth on the Stanford 9 Mathematics and Reading Tests between the school years 2001 and 2002.</p> |
| <p>W Rose Lane third grade students master the State Standards. Eighty-four percent(84%)of the third grade students met or exceeded the State Standards in writing on the Spring 2002 AIMS.</p> | <p>W Ninety-seven percent (97%) of the parents reported on the Spring 2002 survey that they were pleased with their child's academic progress at Rose Lane.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	94.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	23.0 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.9 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	10.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	98.4 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	1.6 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

▽ School Honors ▽

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Madison District Teacher of the Year	2002
PHX Arts Grant Awards--1995-2002	2002
Principal of the Year Finalist	2000
Arizona Safe Kids Coalition Crystal Award	2000

▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 3		Number Tested	MS	FFB	A	M	E
Reading	School	125	522	4%	18%	50%	28%
	State	58840	524	9%	17%	45%	29%
Writing	School	124	543	7%	7%	73%	12%
	State	57282	541	10%	12%	63%	16%
Mathematics	School	123	527	5%	20%	42%	33%
	State	59030	517	11%	27%	35%	27%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale.
A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

▼ Academic Achievement Indicators ▼

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
1	Reading	--	--	--	--	--	--	--	--	--	82	59	60	--	--	--
2	Reading	--	--	--	100	54	50	87	61	52	84	50	53	83	66	57
	Language	--	--	--	100	50	40	89	53	43	85	42	44	85	58	48
	Mathematics	--	--	--	100	53	51	87	58	55	86	51	57	84	67	61
3	Reading	97	68	47	100	61	47	91	64	48	81	61	50	86	50	50
	Language	97	66	49	100	56	51	94	68	54	82	66	56	89	59	57
	Mathematics	97	65	46	100	51	49	93	68	52	80	61	54	86	70	56
4	Reading	92	71	53	100	77	54	94	74	54	84	75	55	83	71	55
	Language	94	59	47	100	63	49	95	69	48	85	65	50	82	66	50
	Mathematics	95	65	51	100	70	54	94	69	55	85	82	57	84	74	58

▽ Measure of Academic Progress ▽

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 2-3	72	90
Grades 3-4	80	91
Grades 4-5	***	***

*Less than 10 students matched

**No information available

***Not applicable

▽ School Safety ▽

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our goals and belief statements reflect a staunch commitment to campus safety and our updated crisis plan. The school handbook outlines the district/school policies regarding behavior expectations, drugs, violence and weapons. All entrances, except the office front door, are locked during school hours. All District personnel wear ID badges. Visitors are required to sign-in at the front office and obtain a visitor's pass that must be displayed at all times. Fences and gates have been installed.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

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School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

▽ Per Pupil and School Expenditures for the 2000-2001 School Year ▽

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,428	\$1,780,348
Classroom Supplies	\$25	\$18,588
Administration	\$391	\$286,870
Support Services-Students	\$263	\$192,515
Other Support Services and Operations	\$641	\$470,238
Total Expenditures- All Categories 2000-2001	\$3,749	\$2,748,559

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

▽ Contacts ▽

	Name	Phone	Extension
School Site Council	Linda Califano	(602) 664-7400	
Transportation Policy	Betty Newman	(602) 664-7701	
Community Resources	Judy O'Brien	(602) 664-7403	
School Nutrition Programs	C. Boudreaux/K. Soulsby	(602) 664-7480	
Parent Organization	L. Mauck/T. Claffey	(602) 664-7400	
Student Health/Nurse	Marnie Richardson	(602) 664-7420	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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